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ABSTRACT

This guide was developed to be used by consumer home economics teachers as a resource in planning and teaching a year-long course in clothing and textiles for high school students in North Carolina. The guide is organized in units of instruction for a first semester course and a second semester course. Each unit contains a content outline, including identified competencies, objectives, suggested learning/teaching activities, and resources to use in developing and teaching the course. The guide also contains a list of references and resources. The 10 units cover the following topics: introduction to sewing; basic sewing techniques; decision-making in clothing construction; garment construction; textiles; selecting apparel; selecting household textile products; advanced construction; and careers. (KC)

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NORTH CAROLINA
CLOTHING AND TEXTILES CURRICULUM GUIDE
NORTH CAROLINA STATE BOARD OF EDUCATION
1988

Issued By
Home Economics Education
Division of Vocational Education
State Department of Public Instruction
Raleigh, North Carolina 27603-1712

VOCATIONAL EDUCATION CURRICULUM, HOME ECONOMICS EDUCATION
CURRICULUM GUIDE

VEC-HEE-CG-7035

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FOREWORD

Everchanging social, psychological, and economics factors affect the decision-making process of the consumers of clothing and textiles. These decisions influence the way people dress which in turn reflects the fashion picture of the day. Clothing, one of the basic needs of people in our society, is used not only for protection and role identification but also for self-adornment, status and prestige, and as a means of self-expression. Creativity and individuality, as expressed through clothing, enhances one's self-concept.

Lifestyles of males and females as individuals or family members, influence decisions about buying or constructing clothing and choosing specific types and styles of garments. Awareness of current research and trends in textiles, laundering and care of fabrics, and new clothing construction techniques also contribute to wise clothing purchases.

Through the effort and study of many people this guide was developed to be used by Consumer Home Economics teachers as a resource in planning and teaching the year-long course in Clothing and Textiles for students in grades 9-12. Teachers are urged to use their creativity in adapting and expanding the suggestions in the guide.

ACKNOWLEDGEMENTS

Many people have contributed to the development of this Curriculum Guide and the Home Economics Education Consultant Staff wish to express their appreciation to all of those individuals involved in the project.

We express appreciation to all Home Economics Education teachers who shared information and ideas for the competencies, learning experiences, and resources.

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USING THE CURRICULUM PACKAGE

Information included in this publication is presented in six sections. They are:

Section 1: General Planning Information
Section 2: Competency Listing
Section 3: Curriculum Guide
Section 4: Competency/Test-Item Bank (C/TIB)*
Section 5: References and Resources
Section 6: Publication Feedback

*NOTE: The Clothing and Textiles C/TIB will be available during the 1988-89 school year.

SECTION 1: GENERAL PLANNING INFORMATION

Information is provided in this section for planning, implementing, and evaluating the Home Economics course, HE7035 - Clothing and Textiles, using a competency-based, individualized approach to teaching and learning.

OVERVIEW OF THE COURSE

The Clothing and Textiles Curriculum Guide and Competency/Test-Item Bank were developed as a resource for teachers to use in planning and implementing a competency-based instructional program at the high school level. The Clothing and Textiles course is a year-long Consumer Home Economics course offered for students in grades 9-12. The course description which follows is taken from the North Carolina Vocational Education Program of Studies, Revised 1987. This is a year-long course that may be offered as two semester courses with semester 1 prerequisite to semester 2.

COURSE DESCRIPTION

HE7035 (S-1 or Y-1) Credit: ½ or 1 Grades: 9-12 Enr.: 12-20

CLOTHING AND TEXTILES

Semester 1: Students develop the basic skills in clothing construction. They learn to operate the sewing machine and to construct one or more clothing items. Emphasis is given to pattern and fabric selection and construction techniques. Students learn skills needed to purchase and care for their clothes.
Prerequisite: None

Semester 2: Advanced clothing course continuing semester 1 for students with basic skills in clothing construction. The course includes design of clothing and home furnishings and the science of textiles. It also includes exploration of job opportunities in the field of clothing and textiles.
Prerequisite: Clothing and Textiles, Semester 1

INTRODUCTION TO COMPETENCY-BASED, INDIVIDUALIZED PROGRAMS

The most widely accepted DEFINITION OF COMPETENCY-BASED EDUCATION was suggested by Stanly Alam, who describes the essential elements of competency-based education as follows:

1. Competencies (knowledge, skills, behaviors [attitudes]) to be demonstrated by the student are stated so as to make possible assessment of a student's behavior in relation to specific competencies; and made public in advance.

2. Criteria to be employed in assessing competencies are based upon, and in harmony with, specified competencies; explicit in stating expecting levels of mastery under specified conditions; and made public in advance.

3. Assessment of the student's competency uses student's performance as the primary source of evidence; takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations; and strives for objectivity.

4. The student's rate of progress through the program is determined by demonstrated competence rather than by time or course completion.

5. The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.

OTHER CHARACTERISTICS FOUND IN COMPETENCY-BASED PROGRAMS ARE:

1. Instruction is individualized and personalized.

2. Learning experiences of the individual are guided by feedback (evaluation).

3. The program as a whole is systemic.

4. The emphasis is on exit, not entrance, requirements.

5. Instruction is modularized (i.e., arranged in a logical sequence of steps to be learned).

6. The student is held accountable for performance, completing the program when, and only when, he/she demonstrates the competencies that have been identified.

Based on the preceding characteristics, the following terms and working definitions are generally accepted for use in North Carolina.

Competency-Based Education (CBE) - A system for planning and implementing classroom activities which will help each student develop certain specified competencies.

Mastery Learning - Term used to indicate an approach to learning in which students are expected to "master" (i.e., become proficient with; become competent in) the knowledge and skills specified as course outcomes.

Individualized Instruction - A system for managing the learning process and environment in such a way that the individual differences of students are accommodated while they are working to achieve program goals, competencies, and objectives.

Competency Testing - The testing of students to determine if they have developed those competencies specified for a program (i.e., they are learning what they are supposed to learn).

Criterion-Referenced Competency Testing - The testing of each student using tests referenced to specific objectives for competency mastery. Using criterion-referenced tests (CRTs) results in a comparison of the student's performance with the specific standard(s) rather than the performance of other students.

Accountability - Simply, the "ability to account for" and usually implies that quantitative evidence is available as documentation or proof.

Instructional Accountability - A process which involves assessing (measuring) student progress and achievement and being able to document to what extent students have learned what they are supposed to learn (i.e., being able to show that students have mastered the competencies).

SECTION 2: COMPETENCY LISTING

The Competencies and Instructional Objectives for the course are included in this listing. COMPETENCIES are sequenced according to the teacher-writers' recommendations as to the best teaching sequence for first semester and then for a second semester of the course. INSTRUCTIONAL OBJECTIVES are grouped and sequenced for each competency. Some teachers may prefer to teach units, competencies, and/or instructional objectives in a different order than shown during a given semester.

The COMPETENCY STATEMENTS provide the foundation upon which the objectives, content outline, teaching/learning activities, resources, and bank of test items are based. The verb in each competency statement and instructional objective gives the key to the domain and level of behavior identified and the kind of teaching, learning, and testing which should be done. In other words, these competency statements "spell out" for students, parents, and others the knowledge and skills that completers of the course can be expected to possess.

EXCERPT FROM COMPETENCY LISTING

Competency 001: The learner will examine factors which need to be considered when choosing to sew.

Instructional Objectives:

1.1	Identify personal traits needs for sewing at home.
1.2	List advantages and disadvantages of home sewing.
1.3	Identify the costs involved in home sewing.
1.4	Examine sewing equipment to determine personal needs.

Teachers are encouraged to use the Competency Listing to develop a yearly or UNIT PLAN OF WORK for the course. The Competency Listing may be reproduced and given to the students at the beginning of the course so that they will know what is expected of them during the course. This could serve as an introduction to the course, a unit within the course, and/or a review for a unit test. It is also suggested that teachers examine the competencies in terms of specific FHA/HERO proficiency events and activities and then plan to incorporate them appropriately in various units throughout the course.

SECTION 3: CURRICULUM GUIDE

The CURRICULUM GUIDE was developed to be used as a resource in planning and teaching this course according to the COURSE DESCRIPTION specified in the Vocational Education Program of Studies, Revised 1987 and the curriculum information included in the North Carolina Competency-Based Teacher Handbook for Home Economics Education. The guide is organized in units of instruction for a first semester course and a second semester course. For each unit, the following is included in the format shown below. The CONTENT OUTLINE is divided by identified competencies, objectives suggested LEARNING/TEACHING ACTIVITIES, and RESOURCES to use in developing and teaching the course. Teachers may use the suggested learning experiences found within the content outline or they may develop their own activities for students. The student-centered TEACHING/LEARNING activities are designed to help students develop the type and level of cognitive, affective, and psychomotor knowledge and skills specified in the Competencies and Instructional Objectives. Whenever possible, teacher should plan and conduct classroom activities which require students to use and develop higher order thinking skills (application, analysis, problem solving, synthesis, and evaluation). Likewise, the teacher should consider the inclusion

of appropriate FHA/HERO Proficiency Events during units when these events are related to the specific objectives or the planned sequence of competencies for the course.

EXCERPT FROM CURRICULUM GUIDE

Course Name: Clothing and Textiles
Semester 1

Unit Title: Factors to Consider in the Decision to Sew

Competency 001: The learner will examine factors which need to be considered when choosing to sew.

Instructional Objectives:

1.1 Identify personal traits needed for sewing at home.
1.2 List advantages and disadvantages of home sewing.
1.3 Identify the costs involved in home sewing.
1.4 Examine sewing equipment to determine personal needs.

Content Outline	Learning/Teaching Activities	References/ Resources
Why to Sew Personal Traits Patience Skills Motivation Availability of Equipment	1. Make a list of personal traits needed for a home sewer. Brainstorm reasons why each trait is important. 2. Make a list of the advantages and disadvantages of home sewing. Using the decision-making process, give reasons why you may or may not choose to sew.	Books A.3, p. 264 A.5, pp. 438-440

SECTION 4: COMPETENCY/TEST-ITEM BANK (C/TIB)

The C/TIB consists of the COMPETENCY LISTING, with a table of specifications for a course test, at least three test items for each objective, and a key for the test items. Test items in the C/TIB were developed by teachers in curriculum

workshops and through contracts, or selected and adapted from other curriculum materials. Each item is considered to have "content validity" for the competency and/or objective to which it is coded. Validation projects are now underway to establish "reliability" of test items in the Bank. These test items, along with others developed by the teacher, may be used in constructing pre, interim, and post tests to measure student achievement of curriculum competencies. Teachers may use the test items to construct their own pretests or posttests or use them for developing unit tests or tests for the end of grading periods. These test items are intended for use in evaluating and documenting student performance in mastering the competencies.

SAMPLE TEST-ITEM NO. 001-00-01

Which piece of equipment will provide excellent results when pressing napped or pile fabric?

__a. Point presser
__b. Needle board
__c. Sleeve board
__d. Pressing on tailor's ham

Answer Key: b.

To make them easier to find and use, the test items in the C/TIB are coded to the competencies and objectives by a TEST-ITEM CODE NUMBER such as "001-00-01" in the sample test item above. An interpretation of the code is shown in the box which follows:

INTERPRETATION OF TEST-ITEM CODE NUMBER

001-00-01

Refers to "Competency 1"

Refers to any Instructional Objective in 001

Completes the Unique Number for this test item

A test item coded 006-02-03 would be the third test item for Competency 6 and Instructional Objective 6.2. To build a test for a grading period that "covered" competencies 1-6, a teacher would select from those test items numbered 001-00-01 through 006-00-05. The teacher also would prepare a TEST BLUEPRINT in order to balance the test. This would assure the INSTRUCTIONAL VALIDITY OF THE TEST. A test has "instructional validity" when the items on the test match the content as it was covered in class. Keep in mind that student grades and reports should be based on instructionally-valid tests.

KEYS for the test items are included as a separate section at the end of the Competency/Test-Item section. To FIND THE ANSWER KEY FOR A TEST-ITEM, simply locate its code number. Using the results of testing throughout the course, the

teacher may wish to prepare a Certificate of Competency Mastery or Student Competency Record for each student. A record of the competencies acquired during the program can give the student and the parents specific information about what was learned by the student in the program. Teachers are encouraged to reproduce and use this record as a part of their student grading and reporting system and/or customize it for use in their own situations.

SECTION 5: REFERENCES AND RESOURCES

State-Adopted Textbooks and References - Included in the North Carolina Textbook Adoption are the following state-adopted textbooks for this course:

CLOTHES, CLUES, AND CAREERS
Allyn and Bacon, Inc.

CLOTHING: FASHION, FABRICS, AND CONSTRUCTION
Bennett and McKnight/Glencoe Publishing

In addition to the state-adopted tests, other resources are identified in the Curriculum Guide. Details on each resource are specified in the References and Resources section which is arranged in the categories shown below. The resources are identified by category (A-J), number (1, 2, etc.), and page number (p. 264) in the third column of each page in the Curriculum Guide section of this publication (see the "Excerpt from Curriculum Guide" for an example).

A.	Audiovisuals	F.	Pamphlets
B.	Booklets	G.	Periodicals
C.	Books	H.	Special Instructional Kits
D.	Computer Programs	I.	Student Activity Guides
E.	Curriculum Guides	J.	Teacher Resource Guides

Resources available to teachers and students are not limited to those listed; teachers are encouraged to look for others as well as to develop their own.

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F E E D B A C K

As this curriculum package is used, you are also encouraged to provide feedback to the State Home Economics Education Staff. When content needs updating; when new resources become available; when test items are developed locally and could be shared, please let the state office know. Suggestions from you and others will be vital to the improvement of later curriculum materials and providing staff development and technical assistance toward improving this course/program.

Send Your Suggestions To:

Chief Consultant, Home Economics Education
Division of Vocational Education
North Carolina Department of Public Instruction
116 W. Edenton Street
Raleigh, North Carolina 27603-1712

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COMPETENCY STATEMENTS

A. Introduction to Sewing

001. The learner will examine factors which need to be considered when choosing to sew.

B. Basic Sewing Techniques

002. The learner will demonstrate skill in selecting, using, storing, and caring for small sewing equipment.

003. The learner will demonstrate the ability to use and care for the sewing machine.

004. The learner will demonstrate skill in selecting and coordinating a pattern, fabric, and notions.

005. The learner will demonstrate skill in pattern and fabric preparation, pattern adjustments, pattern layout, pinning, cutting, and marking.

006. The learner will demonstrate skill in staystitching, pin basting, and stitching plain seams.

007. The learner will demonstrate skill in trimming, layering, clipping, notching, and pressing plain seams.

008. The learner will demonstrate skill in selecting and applying seam finishes.

009. The learner will evaluate a sewing project and its uses.

C. Decision-Making in Clothing Construction

010. The learner will examine principles and elements of design.

011. The learner will examine factors which influence clothing choices.

012. The learner will examine the appropriateness of fabrics for garments and occasions.

D. Garment Construction

013. The learner will demonstrate skill in controlling fullness in a garment.

014. The learner will demonstrate skill in applying facing and interfacing.

015. The learner will demonstrate skill in attaching fasteners and putting in closures and zippers.

016. The learner will demonstrate skill in making and attaching waistbands and cuffs.

017. The learner will demonstrate skill in making pockets.

018. The learner will demonstrate how to put in sleeves.

019. The learner will demonstrate skills in marking a hem, choosing a hem finish, and hemming a garment.

020. The learner will demonstrate sills in recycling and repairing garments.

021. The learner will demonstrate skill in evaluating garment construction.

E. Textiles

022. The learner will describe different kinds of fibers and fabrics used for clothing and home interior products.

023. The learner will describe fabric design and fabric finishes.

024. The learner will examine legislative action affecting textile industry.

025. The learner will examine the scientific advances in the textile industry.

026. The learner will demonstrate skill in caring for textile products.

F. Selecting Clothing Apparel

027. The learner will examine factors involved in selecting clothing apparel.

G. Selecting Household Textile Products

028. The learner will examine factors to consider when selecting household textile products.

H. Advanced Construction

029. The learner will demonstrate skill in advanced clothing construction techniques.

030. The learner will demonstrate skill in constructing window treatments, home accessories, table linens, and specialized sewing machine needle crafts.

I. Technology

031. The learner will examine the technological advances in the home sewing and the clothing and textiles industries.

J. Careers

032. The learner will describe job opportunities in the clothing and home interiors industry.

Clothing and Textiles

Semester 1

I. Why to Sew

- A. Personal Traits
  1. patience
  2. skills
  3. motivations
- B. Availability of Equipment/Supplies
- C. Resources
  1. time
  2. money
- D. Alternatives to Sewing

II. Getting Ready to Sew

- A. Use/Selection of Small Equipment
- B. Storing and Care of Small Equipment

III. The Sewing Machine

- A. Use of Sewing Machine
- B. Care of Sewing Machine
- C. Troubleshooting
- D. Safety Procedures

IV. Starting to Sew

- A. Pattern Selection
- B. Fabric Selection
- C. Notions
- D. Pattern Envelope and Guidesheet
- E. Choosing a Project
  1. shorts
  2. locker organizer
  3. gym bag/duffle bag
  4. exercise mat
  5. tote bag

V. How to Sew

- A. Preparation for the First Project
  1. fabric preparation
  2. pattern layout
  3. pattern markings
  4. pattern cutting
- B. Constructing the First Project
  1. pin basting and stitching plain seams
     a. staystitching
     b. pin basting plain seam

c. stitching plain seam
d. direction of stitching

2. trimming, layering, clipping, notching, and pressing plain seams
3. seam finishes
4. evaluation of project
5. use of project

VI. Decision Making in Clothing Construction

A. Starting with You
1. principles/elements of design
2. fashion/fad/style
3. factors influencing clothing choices

B. Fabric Appropriateness
1. garment
2. occasion
3. fabric performance
4. fabric characteristics

C. Pattern and Fabric
1. skill level
2. interest level
3. figure type/body build
4. body measurements

VII. Garment Construction

A. Mastering Construction Techniques
1. controlling fullness
2. interfacings and facings
3. fasteners/closures/zippers
4. waistbands/cuffs
5. pockets
6. sleeves
7. hem finishes

B. Using Construction Skills
1. pants
2. shirts
3. skirts
4. dresses

C. Repairs and Recycling
D. Evaluation

Clothing and Textiles

Semester 2

I. Textiles: Clothing and Home Interiors

- A. Types of Fibers and Fabrics
  - 1. natural
  - 2. manufactured
  - 3. blends
- B. Fabric Design
  - 1. structural
  - 2. applied
- C. Fabric Finishes
  - 1. aesthetic
  - 2. functional
- D. Legislation in the Textile Industry
- E. Scientific Advances in Textiles
  - 1. new construction processes
  - 2. new fabrics and finishes
  - 3. trends
- F. Care of Fabrics/Fibers
  - 1. care methods
  - 2. techniques and care products

II. Selecting Clothing Apparel

- A. Influences in Selection
  - 1. lifestyles
  - 2. stages of life
    - a. children clothing
    - b. teen clothing
    - c. adult clothing
    - d. clothing for the elderly
    - e. clothing for the handicapped
- B. Clothing Types
  - 1. outerwear
  - 2. underwear/sleepwear
  - 3. accessories

III. Selecting Household Textiles Products

- A. Window Treatments
- B. Table Linens
- C. Home Accessories
- D. Care

IV. Constructing a Household/Clothing Textile Product

A. Advanced Individualized Clothing Project for Self/Children/Others
   1. construction with special fabrics
      a. special fabrics
      b. plaid or striped fabrics
      c. pile fabrics
      d. one-way design fabrics
      e. satin weave fabric
      f. sheer fabrics
   2. fitting techniques
   3. alteration techniques
   4. pattern design techniques
   5. tailoring
   6. advanced construction techniques

B. Household Textiles Product Project
   1. window treatments
   2. home accessories
   3. table linens
   4. sewing machine needle crafts

V. Technological Advances in the Home Sewing/Clothing and Textiles Industry

A. Equipment
   1. small sewing equipment
   2. sewing machine

B. Ready-Made Garment Construction

C. Home Interior Products

D. Fabrics Processes and Construction

VI. Job Opportunities in the Clothing and Home Interiors Industry

A. Employment Opportunities

B. Job-Seeking Skills

C. Training and Preparation for Employment

COURSE: Clothing and Textiles
Semester I

UNIT TITLE: Introduction to Sewing

COMPETENCY: 001. The learner will examine factors which need to be considered when choosing to sew.

INSTRUCTIONAL OBJECTIVES:

1.1 Identify personal traits needed for sewing at home.

1.2 List the advantages and disadvantages of home sewing.

1.3 Identify the costs involved in home sewing.

1.4 Examine sewing equipment costs to determine personal needs.

1.5 Identify the alternatives to home sewing.

1.6 Analyze the alternatives to home sewing.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Why to Sew Personal Traits Patience Skills Motivation Availability of Equipment/ Supplies Resources Time Money Alternatives to Sewing	1. Make a list of personal traits needed for a home sewer. Brainstorm reasons why each trait is important. 2. Make a list of the advantages and disadvantages of home sewing. Using the decision-making process, give reasons why you may or may not choose to sew. 3. Prepare an inventory of equipment and supplies for a home sewer. Investigate the cost of each item. Survey your home to see if the needed equipment is available. 4. Using brochures and price lists from various sewing machine manufacturers, compare features and costs. 5. Brainstorm alternatives to home sewing. Write an essay on "Why Sewing Is For Me". 6. Compare the cost of fabric, pattern and notions for a blouse/shirt with an equivalent ready-made garment. Explain reasons for difference. 7. Interview a person who does home sewing. Explore how much time is spent in planning and buying fabric, pattern and notions as well as constructing a garment. Compare time, quality, and cost with the cost of a ready-made garment. 8. Divide class into two groups and debate "To Buy or To Make".	Books A.3, p. 264 A.4, pp. 438-440

COURSE: Clothing and Textiles
Semester 1

UNIT TITLE: Basic Sewing Techniques

COMPETENCY: 002. The learner will demonstrate skill in selecting, using, storing, and caring for small sewing equipment.

INSTRUCTIONAL OBJECTIVES:

2.1 Identify small equipment needed for sewing.

2.2 Select the correct sewing tool for the construction procedure.

2.3 Demonstrate the ability to use:

a. Measuring equipment
b. Cutting equipment
c. Pinning equipment
d. Marking equipment
e. Pressing equipment

2.4 Store and care for small sewing equipment correctly and safely.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Getting Ready to Sew Use of Small Equipment Selection of Small Equipment Storing of Small Equipment Care of Small Equipment	1. Set up an exhibit of small equipment for several student groups. Number each item. On a worksheet, students are to identify number of each item according to function (measuring, cutting, pinning, marking and pressing) and write the name of each item. 2. Observe a teacher demonstration on use, care, and storage of small sewing equipment. 3. Divide class into five (5) groups according to small equipment function. Each group will demonstrate the ability to use each item in group, describe the features of each item, and describe the correct care and storage techniques. Student-made charts will supplement the demonstration. 4. On a worksheet, students will list correct sewing tools beside a specified construction procedure.	Books A.1, pp. 207-212 A.2, pp. 240-244 A.3, pp. 366-371 A.7, pp. 127-132, 155-157 Teacher Guides C.1, pp. 85-86 C.5, pp. 159-160, 357-358, 390 C.9, pp. 38, 41, 43

COURSE: Clothing and Textiles
Semester 1

UNIT TITLE: Basic Sewing Techniques

COMPETENCY: 003. The learner will demonstrate the ability to use and care for the sewing machine.

INSTRUCTIONAL OBJECTIVES:

3.1 Identify the parts of the sewing machine.

3.2 Explain the function of each part of the sewing machine.

3.3 Demonstrate sewing procedures on the sewing machine.

3.4 Demonstrate proper care of the sewing machine.

3.5 Troubleshoot sewing machine malfunctions.

3.6 Identify safety procedures for using the sewing machine.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
The Sewing Machine Use of Sewing Machine Care of Sewing Machine Troubleshooting Safety Procedures	1. View a demonstration on the sewing machine which includes a class discussion on sewing machine facts and functions, sewing machine operation, sewing machine problems and care. 2. Using a diagram of the sewing machine, label the parts and write the function of each. 3. Practice sewing on paper diagrams which are straight, curved, and cornered. Each student will evaluate one's work on accuracy, speed control, correct stitch length, and correct corner turning. 4. Practice threading machine and bobbin and sewing on a variety of fabric types. 5. On a worksheet, match the sewing machine malfunction with possible solutions and/or cause. 6. Make a list of points to check if sewing machine is stitching incorrectly. 7. Demonstrate skill in winding and inserting bobbin, changing the machine needle, threading the sewing machine, pulling up the bobbin thread, machine stitching, adjusting machine tension, adjusting stitch length, backstitching and turning corners. 8. Chart the correct thread type and size, needle size, and machine setting for various fabric types such as sheer, light, medium, medium heavy and heavy. 9. Make a wrist pin cushion to demonstrate proficient sewing machine use. 10. Prepare a bulletin board on the importance of proper sewing machine care. Suggested titles: "Have a Care - For Your Sewing Machine" or "Sewing Machine Care - What's In For You?" 11. Prepare charts on safety rules in lab and proper care of sewing machine and equipment. Hold a class discussion about why each rule is required.	Books A.1, pp. 212-216 A.2, pp. 230-239 A.3, pp. 356-366 A.7, pp. 133-154 Teacher Guides C.1, pp. 87-89 C.3, pp. 185-189, 389, 4[illegible] C.5, pp. 15[illegible]-158 C.9, pp. 39-41 Sewing Machine Manual Stitching Charts Sewing Machine Diagrar Sewing Maching Parts and Threading Charts

COURSE: Clothing and Textiles
Semester I

UNIT TITLE: Basic Sewing Techniques

COMPETENCY: 004. The learner will demonstrate skill in selecting and coordinating a pattern, fabric, and notions.

INSTRUCTIONAL OBJECTIVES:

4.1 Demonstrate skill in determining figure type/body build and pattern size.

4.2 Demonstrate skill in taking body measurements to determine pattern size.

4.3 Demonstrate skill in reading the pattern envelope and guidesheet.

4.4 Select the correct pattern for the intended use.

4.5 Select appropriate fabric for pattern.

4.6 Select appropriate notions for pattern.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Starting to Sew Pattern Selection Size Body Measurements Figure Type/Body Build Fabric Selection Woven Knitted Care Appropriateness Notions Thread Fasteners Tapes and Trims Interfacing and Lining Fusibles Pattern Envelope and Guidesheet Envelope Front Envelope Back Guidesheet Choosing a Project Shorts Locker Organizer Gym/Duffle Bag Exercise Mat Tote Bag	1. View a demonstration on taking body measurements and determining pattern sizes. Working in pairs, take body measurements and determine pattern size and figure type/body build. 2. Set up a display of patterns appropriate for first projects. Also display various fabrics, some of which are appropriate for patterns and some which are not. Hold a class discussion about the appropriateness of various fabrics for various patterns on display. Discuss appropriateness of patterns and fabrics on display for different body builds/figure types. 3. Complete a worksheet on reading the pattern envelope and guidesheet. Use guidesheets, transparencies, posters, textbooks to complete this assignment. 4. Prepare a display of notions in categories of threads, fasteners, tape/trims, and facing and interfacing. Student groups are to research characteristics, use, and cost of items in assigned group. Give a report on research finding to class. 5. Hear a lecture on fabric types and care. Complete a worksheet on fabric names, weaves, characteristics, care, and cost. Compare fabrics. 6. Invite a sales clerk from a local piece goods store to give an illustrated talk on shopping for patterns, fabrics, and notions for first project. 7. Select a project from the options presented by teacher. Make a shopping list for project. 8. Prepare a bulletin board to illustrate appropriate patterns and fabrics or "It's Spring! Sew What!". Substitute appropriate season in title.	Books A.1, pp. 229-246 A.2, pp. 245-261 A.3, pp. 372-379 A.7, pp. 31-62, 75-80 Teacher Guides C.1, pp. 93-98, 100 C.3, pp. 194-204 C.4, pp. 169-182, 184 193-195 C.8, pp. 161-164 C.9, pp. 20-25, 27-28 Figure Type/Body Build Charts Pattern Books

COURSE: Clothing and Textiles
Semester 1

UNIT TITLE: Basic Sewing Techniques

COMPETENCY: 005. The learner will demonstrate skill in pattern and fabric preparation, pattern adjustments, pattern layout, pinning, cutting, and marking.

INSTRUCTIONAL OBJECTIVES:

5.1 Demonstrate the correct method of fabric preparation.

5.2 Layout pattern pieces.

5.3 Identify pattern markings.

5.4 Pin pattern to fabric.

5.5 Cut out fabric.

5.6 Transfer pattern markings.

5.7 Perform pattern adjustments.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
How to Sew Preparation for the First Project Fabric Preparation Straightening Grain and Fabric Ends Preshrinking Pattern Adjustments Pattern Layout Pattern Pinning Pattern Cutting Pattern Marking Tracing Wheel with Carbon Pins and Tailor's Chalk Basting	1. View a demonstration on fabric preparation. Demonstration will include checking grain, straightening ends of fabric, and straightening fabric grain. Discuss preshrinking methods applicable to fabric types. 2. Observe a demonstration on pattern layout, pinning, marking, and cutting. Make a list of rules, procedures, and steps to follow while viewing demonstration. 3. View a demonstration on simple pattern adjustments. Demonstration will include comparing pattern and actual body measurements and a discussion on ease. 4. Compare body measurements to pattern measurements. Using textbook resources as a reference, make necessary pattern adjustments. 5. Working independently, prepare fabric for cutting, layout pattern, transfer pattern markings, and cut out pattern. Check with teacher before cutting.	Books A.1, pp. 247-256 A.2, pp. 247-249, 259-2[illegible] A.3, pp. 378-391 A.7, pp. 63-74, 81-126 Teacher Guides C.1, pp. 91, 101-102 C.3, pp. 205-213 C.5, pp. 161-164, 167-169 C.9, pp. 25-37

COURSE: Clothing and Textiles
Semester 1

UNIT TITLE: Basic Sewing Techniques

COMPETENCY: 006. The learner will demonstrate skill in staystitching, pin basting, and stitching plain seams.

INSTRUCTIONAL OBJECTIVES:

6.1 Define pin basting and staystitching.

6.2 Tell the purpose and alternatives of pin basting and staystitching.

6.3 Demonstrate correct technique for staystitching, pin basting, and stitching plain seams.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
How to Sew Constructing the First Project Pin Basting Plain Seams Stitching Plain Seams Staystitching Direction of Staystitching and Stitching Plain Seams Alternatives to Pin Basting Machine Basting Hand Basting	1. View a demonstration on staystitching sample garment pieces. Discussion during demonstration should include definition, stitch length, purpose, distance from edge, and direction of certain garment pieces. A poster will accompany demonstration for student reference. Brainstorm where on garment staystitching is needed. 2. View a demonstration on pin basting and and stitching plain seams. Discussion during demonstration should include types of basting, purpose, stitch length and appropriate method of basting for fabric type. Student will identify techniques in using sewing machine to sew a plain seam. 3. Practice individually on fabric scraps staystitching, basting methods, and stitching plain seams. Perform skills on individual projects.	Books A.1, pp. 256-259 A.2, pp. 281, 285-288, 294-296 A.3, pp. 392-397 A.7, pp. 165-173 Teacher Guides C.1, p. 103 C.3, pp. 218-219, 223-224 C.5, pp. 169-170 C.9, pp. 44-45

COURSE: Clothing and Textiles
Semester I

UNIT TITLE: Basic Sewing Techniques

COMPETENCY: CC7. The learner will demonstrate skill in trimming, layering, clipping, notching, and pressing plain seams.

INSTRUCTIONAL OBJECTIVES:

7.1 Define trimming, layering, clipping, and notching.

7.2 Tell the purpose of trimming, layering, clipping, and notching.

7.3 Demonstrate the correct procedure for trimming, layering, clipping, notching, and pressing plain seams.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
how to Sew Constructing the First Project Trimming Layering Clipping Inward Curve Outward Curve Notching Pressing	1. Observe a demonstration on trimming, layering, clipping, notching and pressing seams on different weight of fabric. Demonstration should include reasons for each procedure. Class discussion will accompany the end result of each procedure. A poster will supplement demonstration and will be used for student reference. 2. Practice independently on sample fabrics trimming, layering, clipping, notching, and pressing. Prepare a sample of each procedure. Using an evaluation form, self-assess performance. 3. Perform procedures on individual projects.	Books A.1, p. 267 A.2, pp. 29-300 A.3, pp. 403-404 A.7, pp. 181-184, 155-163 Teacher Guides C.3, pp. 225-226 C.9, pp. 41-43, 45-46

COURSE: Clothing and Textiles
Semester 1

UNIT TITLE: Basic Sewing Techniques

COMPETENCY: 00E. The learner will demonstrate skill in selecting and applying seam finishes.

INSTRUCTIONAL OBJECTIVES:

8.1 Identify different kinds of seams finishes.

8.2 List reasons for seam finishes on different fabrics.

8.3 Perform different kinds of seam finishes.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
How to Sew Constructing the First Project Seams Finishes Pinked Pinked and Stitched Zig-Zag Clean Finish Serged Turned and Stitched Bound	1. Observe a demonstration on seam finishes. Class discussion during demonstration should include definition, purpose, appropriate use of fabric types and equipment needed. Posters will accompany demonstration for student reference. 2. Practice independently seam finishing methods on fabric samples. Using an evaluation form, self-assess performance in terms of correct procedure followed, correct distance from edge, appropriate stitch length and tension, threads clipped, pressing, and stitching straight. 3. Perform appropriate seam finishes on individual projects.	Books A.1, pp. 260-261 A.2, pp. 301-303 A.3, p. 405 A.7, pp. 187-197 Teacher Guides C.1, pp. 106-107 C.3, pp. 229-231 C.5, pp. 173-176 C.9, pp. 46-49

COURSE: Clothing and Textiles
Semester 1

UNIT TITLE: Basic Sewing Techniques

COMPETENCY: 009. The learner will evaluate a sewing project and its uses.

INSTRUCTIONAL OBJECTIVES:

9.1 Examine uses of a sewing project.

9.2 Assess construction techniques.

9.3 Identify criteria for evaluating a sewing project.

9.4 Evaluate sewing project.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
How to Sew Uses of Sewing Project Casual Wear Accessory Home Organizer Gift Evaluation of Sewing Project Seams Straight Curved Corners Backstitching Staystitching Seam Finishes Machine Basting Marking Hand Stitching Appearance	1. Display student's first project. Each student will assess orally his/her project in terms of use, cost, and construction to entire class. 2. Evaluate each project using a rating scale which permits self-assessment and teacher assessment.	Books A.1, pp. 275-281 A.7, pp. 363, 367, 356-357 Teacher Guides C.1, pp. 110-114 C.9, pp. 74-80

COURSE: Clothing and Textiles
Semester 1

UNIT TITLE: Decision-Making in Clothing Construction

COMPETENCY: 010. The learner will examine principles and elements of design.

INSTRUCTIONAL OBJECTIVES:

10.1 List the principles and elements of design.

10.2 Describe the characteristics of the elements and principles of design.

10.3 Explain the effects of line, color, and texture on clothing design.

10.4 Identify some ways in which the principles of design are created in clothing design.

10.5 Illustrate how the elements and principles of design are created in clothing design.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Decision-Making in Clothing Construction Starting with You Principles of Design Balance Formal Informal Radial Proportion Emphasis Rhythm Harmony Elements of Design Line Space Form Texture Color	1. Define on a worksheet the principles and elements of design and briefly discuss characteristics of each. 2. Prepare a booklet which identifies each principle and element of design. Give illustrations which show "good" examples of each. Explore fashion magazines, catalogs, and flyers for examples. 3. On a teacher-prepared worksheet, evaluate one's own figure/body to determine figure/body proportions. Suggest garments which are becoming. Make a lifesize chart to evaluate body proportions. 4. Using worksheets, use the principles and elements of design to create the illusion of a standard figure/body. 5. Invite a color consultant to help each class member identify appropriate colors to wear. 6. Make a display on color for class discussion. Include in the discussion how texture and light affects color, color trends, psychology of color, and symbolism of color. 7. Divide the class into four groups. Have each group identify an example of each color that (1) is symbolic, (2) creates moods, (3) reflects nature, and (4) portrays personal characteristics. 8. Have a class discussion on the symbolism of red and white being the colors of Future Homemakers of America. 9. Give a demonstration on the scientific principles related to color.	Books A.1, pp. 19-39 A.2, pp. 86-113 A.3, pp. 125-149 Teacher Guides C.1, pp. 9-17 C.2, pp. 7-8 C.3, pp. 76-103 C.4, pp. 43-47 C.5, pp. 67-74

COURSE: Clothing and Textiles
Semester 1

UNIT TITLE: Decision-Making in Clothing Construction

COMPETENCY: 011. The learner will examine factors which influence clothing choices.

INSTRUCTIONAL OBJECTIVES:

11.1 Define fashion, fad and style.

11.2 List the factors which influence clothing choices.

11.3 Assess the personal characteristics which influence clothing choices.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Decision-Making in Clothing Construction Starting with You Fashion Fad Style	1. Divide class into five groups. Assign each group a century: 16th, 17th, 18th, 19th and 20th. Each group is to present an illustrated talk on the following points which are representative of century assigned: (a) silhouettes, (b) fabrics, (c) colors, (d) clothing function, (e) clothing style, fashion, fad, (f) events which affected clothing choices, and (g) technological influences. 2. Prepare a bulletin board on "Clothing Choices Throughout Our Heritage". 3. Have students bring from home old clothing or photos. Each member is to show garments/photos and point out when worn, color, fabric and wearer's personal characteristics. Brainstorm as a total class what may have influenced the wearer to choose the garment. 4. Have each class member to discuss orally their personal characteristics in relation to the clothes they are wearing. Assign in advance to make students comfortable. 5. Present an illustrated lecture on fashion, fad, and styles. Show pictures which represent each for class identification. Predict what the 21th century's clothing will be like.	Books A.1, pp. 11-17 A.2, pp. 24-43 A.3, pp. 12-42, 70-102 Teacher-Guides C.1, pp. 7-8 C.2, p. 5 C.3, pp. 17-36 C.4, pp. 11-19, 26-34 C.5, pp. 19-30, 41-51

COURSE: Clothing and Textiles
Semester 1

UNIT TITLE: Decision-Making in Clothing Construction

COMPETENCY: 012. The learner will examine the appropriateness of fabrics for garments and occasions.

INSTRUCTIONAL OBJECTIVES:

12.1 Match fabrics and garments for appropriateness.

12.2 Match fabrics and occasions for appropriateness.

12.3 Examine the results of inappropriate choices of fabrics for garments and occasions.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Decision-Making in Clothing Construction Appropriateness of Fabrics for Garments Weather Wearer's Personality and Figure Type/Body Build Occasion Style Cost Care Fabric Characteristics Type of Fabric Characteristics Texture Hand Weight Fabric Performance Durability Comfort Ease of Care Pattern and Fabric Skill Level Interest Level Figure Type/Body Build Body Measurements	1. Present an illustrated lecture on the characteristics of fabric and performance of fabric. Using a variety of fabric samples, identify the characteristics and performance of each. Discuss the appropriateness of each for a variety of patterns on display. 2. Divide class in four groups. Give each group four fabrics and four patterns. A group reporter will present to total class (1) why they matched a fabric with a pattern, (2) what the results would have been for inappropriately matched fabrics and patterns, and (3) what the results would have been for matching fabrics inappropriately for the occasion and matching inappropriate garments to the occasion. 3. Have each class member to share an example of wearing inappropriate garments for the occasion and the consequences of the incident. Give examples of appropriate dress for the events. 4. Have each student bring to class a picture of a pattern they would like to make. From a supply of fabric swatches, each student is to tell why they made the fabric choice in terms of skill, interest, and their figure type/body build. 5. Have students to make a decision on a garment to construct in terms of skill level, interest, and body measurements.	Books A.3, pp. 167-172, 261, 270,271 Teacher Guides C.5, pp. 79-81, 117-118

COURSE: Clothing and Textiles
Semester 1

UNIT TITLE: Garment Construction

COMPETENCY: 013. The learner will demonstrate skill in controlling fullness in a garment.

INSTRUCTIONAL OBJECTIVES:

13.1 Define easing, gathering, darts, tucks, and pleats.

13.2 Identify easing, gathering, darts, tucks, and pleats.

13.3 Tell the uses of easing, gathering, darts, tucks, and pleats.

13.4 Perform correct technique for gathering, easing, and making darts, tucks, and pleats.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Garment Construction Mastering Construction Techniques Controlling Fullness Easing Gathering Darts Single Point Double Point Tucks Pleats Knife Box Inverted	1. Make a list of definitions for easing, gathering, darts, tucks, and pleats. Beside each definition, place an illustration. The illustration may be drawn or cut out of a pattern book or magazine. 2. Divide students into five (5) groups. Group will research and report to class typical use of each method of controlling fullness, show pictorical illustrations, and display garments as examples of each method. For example method, show variations of each. 3. Observe a demonstration on easing, gathering, and making darts, tucks, and pleats. Discuss characteristics of quality construction with each technique. Demonstration will be supplemented by charts that can be used for future student reference. 4. Make samples of each method of fullness. When proficient with each construction techniques, perform on garment as required.	Books A.2, pp. 288-293 A.3, pp. 298-401, 423-424, 431-432 A.7, pp. 205-212, 275-278 Teacher Guides C.3, pp. 220-222 C.9, p. 49

COURSE: Clothing and Textiles
Semester 1

UNIT TITLE: Garment Construction

COMPETENCY: 014. The learner will demonstrate skill in applying facing and interfacing.

INSTRUCTIONAL OBJECTIVES:

14.1 Define facing, interfacing, and understitch.

14.2 Distinguish between facing and interfacing.

14.3 Choose appropriate interfacing material for a garment.

14.4 Give reasons for facings, interfacings, and understitching.

14.5 Point out places where facings and interfacings are used.

14.6 Construct a faced and interfaced neckline or sleeve opening.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Garment Construction Mastering Construction Techniques Facings Shaped Extended Bias Interfacings Sew-In Fusible	1. Each student is to research facings and interfacings. A written report should contain: (a) definitions, (b) difference between facing and interfacing, (c) purpose, and (d) pictorial illustration of garment parts which are faced and interfaced. 2. Observe a demonstration on cutting, attaching, trimming/grading, turning, understitching or topstitching, and tacking facings. Discussion during demonstration should include: (1) characteristics of quality workmanship and (2) types of facing. 3. Observe a demonstration on cutting, applying, and finishing an interfacing. Discussion during demonstration should include (1) weights of interfacing, (2) types of interfacing, (3) where to interface or a garment, and (4) characteristic of quality workmanship. 4. Each student is to construct a faced and interfaced neckline or sleeve opening. 5. Carry out facings and interfacing techniques as required by garment project.	Books A.1, pp. 334-342 A.3, pp. 406-407, 433-434 A.7, pp. 213-230, 305-308 Teacher Guides C.9, pp. 49-53

COURSE: Clothing and Textiles
Semester 1

UNIT TITLE: Garment Construction

COMPETENCY: 015. The learner will demonstrate skill in attaching fasteners and putting in closures and zippers.

INSTRUCTIONAL OBJECTIVES:

15.1 Define fasteners, worked buttonholes, shank/flat buttons, buttonhole stitch, and buttonhole bar.

15.2 Identify hooks and eyes, snaps, hook and loop fasteners, and slide fasteners.

15.3 Define zipper placket, zipper application, fly front application, separating zipper application, and invisible zipper application.

15.4 List the advantages and disadvantages of various kinds of zippers and zipper applications.

15.5 Demonstrate correct technique in applying fasteners, closures, and zippers.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Garment Construction Mastering Construction Techniques Fasteners and Closures Buttons - Shank/Flat Hooks and Eyes Snaps Hook and Loop Zippers Lapped Centered Invisible Fly Front Separation	1. Observe a demonstration on marking placement of buttons and buttonholes, working buttonholes, and sewing on buttons. Demonstration will include: (1) handworked buttonholes, (2) machine-worked buttons, and (3) sewing on both shank and flat buttons. Demonstration will also include samples and discussion of quality workmanship. 2. Observe a demonstration on putting in in a lapped and centered zipper. Demonstration will be accompanied by charts on different zipper applications. Features of quality workmanship and the advantages and disadvantages of each application method will be discussed. 3. Using classroom resources such as charts and textbooks, each student is to demonstrate proficiency of each technique on samples: (1) sewing on flat button, (2) sewing on shank button, (3) putting in lapped zipper, (4) putting in centered zipper, and (5) sewing on snaps, hooks and eyes, and hooks and loops. 4. Carry out techniques as required by garment project.	Books A.2, pp. 315-326, 374-385 A.3, pp. 410-417 A.7, pp. 301-304, 351-354 Teacher Guides C.3, pp. 236-238, 264-267

COURSE: Clothing and Textiles
Semester 1

UNIT TITLE: Garment Construction

COMPETENCY: 016. The learner will demonstrate skill in making and attaching waistbands and cuffs.

INSTRUCTIONAL OBJECTIVES:

16.1 Define waistband, overlap, underlap, belt loops, and topstitching.

16.2 Explain factors in selecting a method for attaching a waistband or cuff.

16.3 Demonstrate the correct technique for making and attaching a waistband and cuff.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Garment Construction Mastering Construction Techniques Waistbands Plain Topstitched Cuffs Fold-Up Cuffs Band Cuffs Buttonhole Cuffs	1. Observe a demonstration on attaching a waistband. Discuss: (1) factors to consider when selecting method of attaching a waistband, (2) types of garments with waistbands, and (3) characteristics of quality workmanship. Have students to record steps in attaching the waistband during demonstration. 2. Observe a demonstration on attaching a cuff. Discuss: (1) types of cuffs, (2) finishing sleeve opening, and (3) characteristics of quality workmanship. 3. Have students to compare steps in demonstration to garment guide sheet. Carry out techniques as required by garment project.	Books A.2, pp. 350-355, 407-410 A.3, pp. 441-443, 448-450 A.7, pp. 327-329, 335-337 Teacher Guides C.3, pp. 251-253, 283-286

COURSE: Clothing and Textiles
Semester 1

UNIT TITLE: Garment Construction

COMPETENCY: 0:7. The learner will demonstrate skill in making pockets.

INSTRUCTIONAL OBJECTIVES:

17.1 Define patch pocket, seam pocket, slip stitch, edge stitch, miter a corner, hand baste, and machine baste.

17.2 Demonstrate how to attach a patch pocket and put in seam pocket.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Garment Construction Mastering Construction Techniques Pockets Patch Pocket In-Seam Pocket	1. View a bulletin board with different type pockets such as flap, patch, welt, in-seam, and bound. Have a class discussion on whether each is functional, decorative, or both and where each pocket type might be placed in/on a garment. 2. Observe a demonstration on (1) putting in a seam pocket and (2) attaching a patch pocket. Discuss points to consider when evaluating well-made pockets such as eliminating bulkiness, positioning, interfacing, hemming, and topstitching. 3. Compare steps in demonstration to garment guide sheet. Carry out techniques as required by garment project.	Books A.2, pp. 304-314 A.3, pp. 444-447 A.7, pp. 283-286 Teacher Guides C.3, pp. 234-235

COURSE: Clothing and Textiles
Semester 1

UNIT TITLE: Garment Construction

COMPETENCY: 018. The learner will demonstrate how to put in sleeves.

INSTRUCTIONAL OBJECTIVES:

18.1 Define set-in sleeve, raglan sleeve, and kimono sleeve.

18.2 Demonstrate how to correctly make and attach sleeves.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Garment Construction Mastering Construction Techniques Sleeve Styles Set-In Kimono Raglan Set-In Sleeve Construction Methods Closed-Sleeve Method Open-Sleeve Method	1. Observe pictures of various sleeve styles. Discuss appropriate sleeve types to be used in garments for activities you frequently participate in. Give reasons for your choices. 2. Examine ready-to-wear garments with different styles of sleeves. Determine which sleeves are to be constructed similarly to sleeves in garment project. Study construction techniques used. Examples of construction techniques include placement of ease, seam finishing, and reinforced stitching. 3. Observe a demonstration on methods and procedures for constructing a sleeve and attaching it to a garment. Demonstration should include discussion of basic techniques such as pin basting, machine basting, hand basting, easing, trimming, clipping, gathering, reinforcing, and notching. Develop a checklist of steps and procedures before the demonstration. Evaluate each sleeve according to checklist. 4. Observe samples of sleeves which have been attached correctly and incorrectly to garment. Compare sleeves. Cite differences in terms of appearance, durability, and wearability. 5. Compare steps in demonstration to garment guide sheet. Construct and attach sleeve as required by garment project.	Books A.2, pp. 366-373 A.3, pp. 436-440 A.7, pp. 319-321 Teacher Guides C.3, pp. 260-263

COURSE: Clothing and Textiles
Semester 1

UNIT TITLE: Garment Construction

COMPETENCY: 019. The learner will demonstrate skills in marking a hem, choosing a hem finish, and hemming a garment.

INSTRUCTIONAL OBJECTIVES:

19.1 Define hem, hem finish, flat hemming, inside hemming, curved hemming, and hemming stitches.

19.2 Select the appropriate hem finish.

19.3 Make a hem correctly.

19.4 Use appropriate sewing tools and equipment to hem.

19.5 Identify different hem finishes.

19.6 Hem a garment.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Garment Construction Mastering Construction Techniques Hem Types Turned-Up Hand Stitched Machine Stitched Faced Enclosed Marking Hems Turned-Up Faced Hem Finishes Clean-Finished Stitched and Pinked Zig-Zag Stitched and Overcast Seam Binding Stretch Lace Serged Hemming Stitches Vertical Hemming Stitch Slant Hemming Stitch Slipstitch Catchstitch Blind-Hemming Stitch Blind Catchstitch Special Techniques Hand-Rolled Hems Hem with Pleats	1. View a poster or transparency to identify the basic hem types. Discuss factors to be considered when selecting a hem method such as location of hem, fabric, and garment design. 2. Observe a demonstration or methods for marking and pinning hems. Include the pin skirt marker and flat pinning. Demonstration should include a discussion of: (1) hanging a garment 24 hours prior to hemming, (2) eliminating fullness or flare in a hem, (3) wearing shoes, belts, and underwear while marking hems, and (4) best method for marking for shirts and dresses, pants, bodice tops, coats, and various fabrics. 3. Observe a demonstration for making various hem finishes and hemming stitches. Discuss factors to consider in selecting each such as fabric, garment style, and personal preference. 4. Practice making various hem finishes and hemming stitches on fabric scraps. 5. Hem garment project as required.	Books A.2, pp. 386-393 A.3, pp. 417-420 A.7, pp. 237-243, 347-350 Teacher Guides C.3, pp. 268-270 C.9, pp. 55-56

COURSE: Clothing and Textiles
Semester 1

UNIT TITLE: Garment Construction

COMPETENCY: 020. The learner will demonstrate skills in recycling and repairing garments.

INSTRUCTIONAL OBJECTIVES:

20.1 Identify some ways to repair and recycle garments.

20.2 Analyze garments to determine if they can be successfully repaired or recycled.

20.3 Choose appropriate garments to recycle.

20.4 Describe some ways to make a garment more durable.

20.5 Recycle and repair garments.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Garment Construction Repairing Garments Hand Repair Stitches Repairing Techniques Reinforcing Seams Patching Repairing Pockets Resewing Fasteners Reinserting Zippers Reinserting Zippers Replacing Linings Repairing Shoulder Straps Replacing Elastic Waistbands Replacing Elastic in a Casing Repairing Belts/Loops Moving Shoulder Pads Clothing Recycling Removing or Changing Size of Collar Narrowing Width of Pant Legs Dyeing a Garment Adding Trims, Printed Words, Appliques, Lace, Ruffles, Collars, Cuffs Cutting Off Sleeves or Pants Legs Cutting a New Garment From an Old One Turning a Garment Into a Household Item Turning a Household Item Into a Garment	1. Each student is to bring to class garments which are out-dated and/or needing repair. Class brainstorm: (1) ways to recycle and repair, (2) the potential success of recycling and repairing, (3) appropriate methods of recycling or repairing, and (4) ways to make garment more durable. 2. Demonstrate: a. dyeing garment b. painting garment c. appliqueing d. patching e. hand repair and stitches f. narrowing pant legs 3. Have students to add an applique, patch, printed words, paint design, embroidery, or trim to a T-shirt. 4. Each student is to bring a faded or discolored garment to class. Repair, dye, and add trim, applique or patch to give a new look. 5. Plan a community service project through FHA/HERO. Have members bring worn-out garments and household items to class. Repair and/or recycle and donate to a charitable organization. 6. Prepare a bulletin board "Cures for Sick Clothes". Use pictures or photos of recycled garments.	Books A.1, pp. 102-114 A.2, pp. 400-419 A.3, pp. 150-159 A.4, pp. 458-460 A.5, pp. 353-354 A.8, pp. 356-359 Teacher Guides C.1, pp. 44-46 C.2, p. 24 C.3, pp. 277-292 C.4, pp. 48-50 C.5, pp. 75-78 C.6, p. 110 C.10, p. 108

COURSE: Clothing and Textiles
Semester 1

UNIT TITLE: Garment Construction

COMPETENCY: 021. The learner will demonstrate skill in evaluating garment construction.

INSTRUCTIONAL OBJECTIVES:

21.1 Identify correct construction procedures for fabric and pattern.

21.2 Identify features of quality workmanship in garment construction.

21.3 Assess garment construction.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Garment Construction Evaluation of Garment Markings Grain Seams Seam Finishes Interfacing and Facings Darts, Gathers, Tucks, Pleats Fasteners/Closures/Zippers Waistbands/Cuffs Pockets Sleeves Hand Stitching Hems Appearance Fit	1. Brainstorm criteria to be used in making an evaluation sheet for clothing construction. List on chalkboard. 2. Make a checklist showing qualities/features of a well constructed garment from criteria listed on the chalkboard. 3. Use a checklist to self-assess garment construction. Teacher will use same checklist for assessment.	Books A.7, pp. 356-359 Teacher Guides C.9, pp. 74-77

COURSE: Clothing and Textiles
Semester 2

UNIT TITLE: Textiles

COMPETENCY: C22. The learner will describe different kinds of fibers and fabrics used for clothing and home interior products.

INSTRUCTIONAL OBJECTIVES:

22.1 Name the different types of fibers.

22.2 Explain the characteristics of natural and manufactured fibers.

22.3 Describe ways yarns are made.

22.4 Distinguish between woven, non-woven, and knitted fabrics.

22.5 Describe the processes used to make fabrics.

22.6 Identify different types of fabrics.

22.7 Compare cost of different fabrics.

22.8 Identify appropriate use of fabrics for clothing and home interior products.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Textiles: Clothing and Home Interiors Types of Fibers Natural Manufactured Blends Yarn Construction Simple Yarn Complex Yarn Ply Yarn Texturized Yarn Texturized Yarn with Stretch Types of Fabrics Woven Fabrics Knitted Fabrics Non-Woven Fabrics Types of Fabrics Construction Plain Weave Twill Weave Satin Weave Knitting	1. Compare several samples of fabric which are made from natural and manufactured fibers. Discuss fabric characteristics in terms of weight and strength, ease of care, resistance to weather exposure, durability, comfort, resilience, and colorfastness. List the advantages and disadvantages of fabrics in each category. Collect data by researching references and experimenting. 2. Each student is to select a fiber and trace the fiber's refining process beginning with the raw product to the placing of garment or home interior item in the store. Report findings to class. 3. Read selected references to define terms associated with yarn construction. State differences. Locate examples of different yarn construction. Unravel yarns to observe construction. Cite reasons for yarn construction classification. Observe characteristics of yarns such as thickness, color, crispness, or limpness. 4. Tour a textile mill or laboratory to observe fiber, yarn, and fabric construction. 5. Invite a weaver, an art teacher, or art student to demonstrate weaving. Use strips of colored paper or yarn to illustrate various weaves. 6. Watch a resource person demonstrate the technique of knitting. Discuss the importance of consistent and even tension in the overall quality of the finished product. Identify different commercial knitting process. 7. Study selected references to identify methods for making non-woven fabrics. Report findings in class. 8. Find pictures or samples of non-woven fabrics. List the advantages and uses for non-woven fabrics.	Books A.2, pp. 130-146 A.3, pp. 162-195 A.9, pp. 1-132 Teacher Guides C.3, pp. 113-121 C.4, pp. 51-59 C.11, pp. 1-15

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
	9. Demonstrate the burning test for fibers to differentiate between the cellulose and protein fibers and the man-made fibers from the synthetic fibers. Identify composition of fiber by readiness of fiber to burn, appearance of flame, odor, and residue.	
	10. Have students work in pairs in the science lab to observe and draw fibers by microscopic examination. Slides will be labeled by number not name. Student pairs are to identify the numbered fiber drawing from a microphotograph in text.	
	11. Visit a fabric store. Compare cost of fabric and identify recommended use of each fabric.	

COURSE: Clothing and Textiles
Semester 2

UNIT TITLE: Textiles

COMPETENCY: 023. The learner will describe fabric design and fabric finishes.

INSTRUCTIONAL OBJECTIVES:

23.1 Define structural and applied design.

23.2 Distinguish between structural and applied design.

23.3 Identify different types of fabric finishes.

23.4 Describe the effects of fabric finishes on fabrics.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Textiles: Clothing and Home Interiors Fabric Design Structural Applied Fabric Finishes Aesthetic Finishes Functional Finishes	1. Define structural and decorative design. View garments in magazines, catalogs, or pattern books to identify various fabric designs. Select illustrations of both structural and decorative designs to share with classmates. Discuss the importance of design in selecting fabrics. 2. Analyze fabric designs for specific garments such as school clothes, athletic wear, evening wear, children's clothes, ties, and casual wear. Point out fabric samples appropriate for specific garments. Give reasons for your choices. Students should bring three to five fabric samples to class for this activity. 3. Devise a class chart for appraising fabric designs. Use selected references and manufacturers' labels as guides in composing and organizing criteria for judging fabric designs. Evaluate fabric designs using the criteria chart devised in class. For what purposes would each fabric design be appropriate? What construction problems might the design entail? 4. Present an illustrated lecture on common fabric finishes including dyeing, printing, mercerizing, napping, calendaring, bleaching, and giving fabrics crease-resistant, flame-retardant, water-repellent, and mildew-resistant finishes. Discuss (a) the importance of fabric finishes, (b) the reasons for applying various finishes, (c) why some fabrics are given more than one finish, (d) where to locate information on fabric finishes in fabric stores, and (e) how fabric finishes influence the decision to buy certain fabrics. 5. Identify fabric finishes by copying labels from clothing and other household textile items. List brand names of fabric finishes. 6. Prepare a chart on fabric finishes. Divide chart into two groups: aesthetic and functional. Discuss commonalities and differences within the groups and between the groups. 7. Cite examples of garments or other items that have shrunk because of improper laundering. What caused the item to shrink?	Books A.2, pp. 147-150 A.3, pp. 196-204 A.9, pp. 133-162, 174-213 Teacher Guides C.3, pp. 122-124 C.4, pp. 60-62 C.11, pp. 17-19

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES

8. Use examples and selected references to discover various methods of shrinkage control. Analyze the function and quality of each method. Discuss the methods of shrinkage control which give the best results.

9. Collect and pair various samples of fabric. In each pair, one sample should have no finishing treatment and the other should be treated with a finish for shrinkage control. Measure the length and width of each fabric sample; then wash and dry the samples several times. Observe shrinkage, if any, and measure that amount. Did the fabric finishes aid in controlling shrinkage?

10. Study selected references to define various permanent and temporary finishes including: fulling, tentering, crabbing, decating, temporary stiffening, weighting, calendering, glazing, embossing, napping, shearing, and cireing. What effect does the finish have on the appearance of the fabric? What is the difference between a permanent and temporary finish? Why are temporary finishes used?

11. Find fabric samples treated with different finishes. Label and arrange on bulletin board titled "The Final Touch." Observe and feel fabric samples on the bulletin board. Point out ways that fabric finishes affect the appearance of a fabric.

12. Listen to a person from a local dry cleaning establishment discuss the effect of dry cleaning on various finishes such as durable press, soil release, and water repellency. How does dry cleaning affect appearance over a period of time? Summarize the speaker's presentation by writing two or three paragraphs on the subject.

13. Examine fabric labels to discover finishes that make fabrics easy to care for. Identify the most common finish pertaining to ease of care on garments.

14. Divide class into groups of three or four. Choose a fabric finishing method which affects ease of care. Research the method using selected references. Determine the finishing process, the type of fabric the process is most frequently used with, the advantages and disadvantages of treating a fabric with the finish, and the length of time this method has been used on fabrics as well as its acceptability in the marketplace. Present the report to classmates.

15. Make a class list of easy-care finishes on the chalkboard. Write a brief description of the characteristics of each finish and how a fabric treated with this finish should be cared for. Combine all descriptions and form a "Care" booklet to use for future reference.

16. Consult selected references to differentiate between dyeing and printing processes. Discuss the two processes with classmates. Examine several samples of fabric. Determine which samples were processed using the printing or dyeing method.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES

17. View a film or filmstrip demonstrating different dyeing processes. Discuss the differences in each procedure and the resulting characteristics of the fabric. What are fabrics called before they are dyed or printed?

18. Watch a demonstration of a dyeing process using the batik, tie-dye, or fabric painting methods. How were the colors used to create an original design? Discuss how dyed fabrics can be used after demonstration. Students are to dye a small piece of fabric using one of the dyeing processes demonstrated. Men's white cotton hankerchiefs or squares of unbleached muslin work best for this project. The dyed fabrics can be used as pillow tops, neck scarves, or framed and used as wall hangings.

19. Review references to form a list of various methods of fabric printing including block, roller, duplex, stencil, screen, transfer, blotch, warp, photo, resist, extract, electrostatic, and flocking. Collect photos or samples which represent each type of printing.

20. Select a printing process from the list. Research the method as to its origin and the procedure for adding color to a fabric. Share findings in a report to the class. With your report, include a fabric sample using this printing process along with a drawing or miniature reproduction of equipment used in the process.

21. Divide into groups and perform experiments to show the colorfastness of fabrics. Share findings with other groups.

22. Work in small groups and use posters to point out types of colorfastness desirable for various garments. Example: Desired colorfastness for a swimsuit would be for sunlight, laundering, chlorine, and perspiration. Display the posters.

COURSE: Clothing and Textiles
Semester 2

UNIT TITLE: Textiles

COMPETENCY: 024. The learner will examine legislative action affecting textile industry.

INSTRUCTIONAL OBJECTIVES:

24.1 Examine reasons for different types of legislative action in the textile industry.

24.2 Identify laws affecting the textile industry.

24.3 List voluntary and mandatory information found on clothing labels and hangtags.

24.4 Explain the advantages of hangtags on clothing and fabric bolt information.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Textiles: Clothing and Home Interiors Legislation in the Textile Industry Laws Affecting Textile Industry Hangtag Information Mandatory Voluntary	1. Study references on textile legislation. Name federal laws affecting consumers such as Wool Products Labeling Act, Textile Fiber Products Identification Act, Flammable Fabrics Act, and the Fur Products Labeling Act. Summarize the primary provisions of federal laws affecting clothing consumers. 2. Orally discuss legislative action in the textile industry. Three areas of discussion are: (1) why clothing consumers should be aware of textile legislation and how it affects them, (2) how consumers can use textile legislation acts to their advantage when buying textile goods, and (3) reasons for legislative action in the textile industry. 3. Develop a plan of action for voicing an opinion on specific legislation affecting clothing consumers. Make a bulletin board depicting the procedure titled "What You Can Do." 4. Divide into small groups to prepare a report on textile legislation. Evaluate current legislation concerning textile. In what areas is the consumer well protected? In what areas are there weaknesses? Based on results of investigation, what legislation is needed to protect the clothing consumer? Present your report to other groups. 5. Listen to an illustrated lecture using labels taken from garments or from new garments with labels still attached. Point out the mandatory information and the voluntary information. 6. Examine individually new or used garments with no hangtags. List what you know about the garment with no information. After examination of garments, group discuss analysis. Include in the discussion: (a) how do labels help consumers, (b) advantages of hangtags on garments, household textile items, and fabric bolts, and (c) what information would be helpful when comparing and buying textile products. 7. Look at a display of garment and fabric labels to locate generic and brand names. What is the difference in a generic name and a brand name? Cite brand names found commonly on garments and fabric labels. Explain why it is necessary to label products with brand names.	Books A.2, pp. 154-157 A.3, pp. 222-224 A.9, pp. 216-252 Teacher Guides C.3, pp. 128-130 C.4, pp. 66-68 C.11, pp. 21-23

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES

8. Divide into small groups and match brand name cards with the appropriate generic name cards. To prepare cards for the game, write each generic name on individual index cards. On other individual index cards, write common brand names. Make four to six sets of cards. Have each group take a set of cards and shuffle them. When all groups have shuffled cards, tell the students to begin matching the brand names with the generic names. Students should have a specified time period to match the cards.

9. Bring to class clothing and fabric labels. Make a list of all the information found on the labels. Write the list on the chalkboard. Discuss where the labels were located on a garment or fabric. What government agency makes and enforces rules about textile labeling? What types of labels are acceptable? What is meant by "permanent" care labels? How is this law applied to the purchase of fabrics by home sewers?

10. Divide into groups. Design a label on 8 1/2" x 11" paper so that it can be read easily when placed on the bulletin board. Be sure to include all required information on the label plus any other information which might be pertinent to the consumer. Manufacturers' logos or trademarks may also be added.

11. Look at examples of informative labels. Read references to identify the differences of each type. Discuss the labels and describe the effectiveness of each.

12. Develop guidelines for aiding the consumer in analyzing labels. Include what information should be listed on permanent and detachable labels. List items to look for on a label which will help the consumer interpret label information. Discuss clothing-selection experiences which demonstrate the effects of label information on clothing decisions.

COURSE: Clothing and Textiles
Semester 2

UNIT TITLE: Textiles

COMPETENCY: 025. The learner will examine the scientific advances in the textile industry.

INSTRUCTIONAL OBJECTIVES:

25.1 Describe scientific advances in construction processes of fibers, fabrics, clothing, and home interior products.

25.2 Identify new fabrics and finishes in the textile industry.

25.3 Describe new trends in the textile industry.

25.4 Examine the effects of technology on the textile industry.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Textiles: Clothing and Home Interiors Scientific Advances in Textiles Fibers Yarns Fabrication Methods Fabric Design and Finishes	1. Divide class into groups to prepare an illustrated report. Topics of the reports are: (a) scientific advances in fibers, (b) scientific advances in yarn production, (c) scientific advances in fabrication methods, and (d) scientific advances in fabric design and finishes. Each report should contain: - what led to the advancement - description of advancement - advantages of advancement - charts - samples of textile advancement - consumer satisfaction with advancement 2. Invite a resource person from a local university or research laboratory to describe advances in technology, trends in the textile indsutry, recent research in textiles, and factors which have led to advances. 3. Brainstorm as a group advances which would lead to consumer satisfaction. Predict the future of textiles in the year 2020.	Books A.9, pp. 163-172 Teacher Guides C.11, p. 12

COURSE: Clothing and Textiles
Semester 2

UNIT TITLE: Textiles

COMPETENCY: 026. The learner will demonstrate skill in caring for textile products.

INSTRUCTIONAL OBJECTIVES:

26.1 Identify different care methods for textile products.

26.2 Demonstrate stain and soil removal techniques.

26.3 Identify different products which are helpful in caring for textile products.

26.4 Demonstrate skill in repairing textile products.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Textiles: Clothing and Home Interiors Care of Fabrics/Fibers Methods Machine Laundering Hand Laundering Dry Cleaning Ironing and Pressing Techniques and Care Products Types of Stains Techniques Home Care Products Commercial Care	1. Brainstorm to list all of the different terms you associate with laundry or caring for clothes (permanent press, bleach, detergent, hot water, fabric softener, etc.) Discuss the purpose of each term in relation to clothing care. 2. Write clothing care terms you know on colored pieces of construction paper. Place on a bulletin board titled "A-Tisket, A-Tasket, Clothing Care Terms in a Basket." 3. Select a card prepared by the teacher. Write various terms associated with care of clothing on cards of two colors. Terms might include: machine wash, permanent press, fabric softener, starch, bleach, hard water, dry clean, etc. There should be a different term for each student in the class. Provide a variety of resources (books, handouts, etc., for students to use in defining terms.) Use a timer to allow five minutes for students to formulate definitions. Use resources provided by your teacher to define the term on your card. Divide into two groups according to card colors. Define your term as your teacher calls it out. Each group will get one point for each correct definition given by a member of the group. The group with the most points at the end of the game wins samples of clothing care products. Free samples of products which companies provide for home economics teachers might be used with this activity. 4. Read selected references to gain a better understanding of the factors which influence the care required for specific garments. Consider fiber content, fabric construction, fabric finishes, garment construction, and care facilities available. Discuss your findings with classmates 5. Prepare an exhibit or bulletin board depicting garment care requirements due to fiber and finish. Suggested title: "Know Your Fibers--Know What to Expect." Students should use references when determining facts to be presented on the bulletin board or exhibit.	Books A.2, pp. 184-218 A.3, pp. 205-213 Teacher Guides C.3, pp. 149-167 C.4, pp. 63-65

6. Look at a display of items made from various fibers and fabrics. Determine procedure for care of the items based on fiber and fabric characteristics. Analyze the items by answering these questions: Would you wash all of these items together? How would you determine the care needed for each of these items? What procedure would you follow for the care of each item?

7. Give examples of different care instructions commonly found on garment labels. Look at a handout in which several labels have been drawn or duplicated. Obtain several different garment labels and duplicate them or draw your own. Be use to include both sides of the label. How can the information be used in caring for the garment or fabric?

8. Play "Find the Label." Examine a variety of clothing items: shirts, pants, undergarments, skirts, robes, cuts of fabric (for home sewing), sportswear, etc. Find the location of each care label. Write the name of the item and the location of its label on the chalkboard. Did all items have a care label? Discuss the different types of care instructions commonly found on garment labels. Explain how to determine the type of care needed for the item by reading the label. Care instructions might include: machine wash, hand wash only, hand wash separately, machine wash, no chlorine bleach, no bleach, cold wash, warm wash, hot wash, cold or warm rinse, gentle, delicate, permanent press or durable press cycle, machine wash separately, tumble dry, remove promptly, drip dry, dry flat, block to dry, do not wring, warm iron, cool iron, hot iron, do not iron, dry clean, professionally dry clean only, etc. If a washing machine and dryer are available, point out the various cycles and types of fabrics for each cycle. Also demonstrate the effect of chlorine bleach on different fabrics.

9. Read selected references to identify general steps in stain removal. For example, one step is identifying the stain and fabric type. Another step involves determining the best method for removing stains. List general steps for removing stains. Discuss your findings with classmates. Include the following questions in class discussion. How are stains often classified? Why is it best to remove spots or stains as soon as possible? What can set stains permanently? Can the removal of spots and stains increase the life of garments? Why or why not?

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES

10. Prepare a stain removal chart. Bring to class information on the removal of three types of stains. List the type of stain, supplies needed for removing the stain, and any procedure or precaution to follow when removing the stain. Share the information with classmates. Combine all stain removal procedures into one chart. Refer to the chart as needed when removing stains. Information on the following stains should be included in the list: blood, grass, lipstick, mildew, chewing gum, fingernail polish, chocolate, ink, paint, mustard, coffee, grease, and tea. An alternative to preparing a stain removal chart would be to prepare a file of index cards with stain removal procedures or design a computer program.

11. Participate in a stain removal lab. Prior to students entering classroom, tape a swatch of fabric with a stain to the bottom of each student's chair or desk. Check that supplies for removing stains are available to students. Look under your chair or desk and locate a swatch of fabric. Identify the type of stain on the fabric swatch. Write down the procedure for removing the stain. Refer to the stain removal chart if necessary. Check the identification of the stain and the procedure you plan to use with your teacher. Follow the procedure to remove the stain.

12. Work in small groups to research the fabrics to be laundered at a specific temperature. Plan a presentation for classmates. Use visuals to add interest to the presentation. Students should research the fabrics to be washed at these temperatures: (1) cold-60 degrees F (16 degrees C) to 80 degrees F (27 degrees C), (2) warm-100 degrees F (38 degrees C), (3) medium-120 degrees F (49 degrees C), (4) hot-140 degrees F (60 degrees C) to 160 degrees F (71 degrees C). The terms cold, warm, medium, or hot will be found on most textile labels. Discuss how water temperature affects clothes during washing. Explain how the textile label in a garment usually indicates the wash temperature.

13. Identify laundry products by studying a display of laundry products currently available. Empty bottles, cans, and boxes can be used for the display. Detergents, bleaches, enzyme products, stain removal agents, water softeners, and fabric softeners should be included in the display. Discuss the purpose(s) of each product. Discuss which laundry produces should perform the best for specific tasks and why.

14. Read selected references to learn how laundry products should be used. Discuss findings with classmates. Discuss such questions as: Why is it important to use the correct amount of soap or detergent? What happens when a fabric softener intended for final rinse is added with the soap or detergent? What happens when chlorine bleach is used on polyesters? What happens when nonchlorine bleach is used in cool water? Why should permanent press articles be laundered in small loads?

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES

15. Participate in survey of consumers to determine which laundry products they prefer and why. Share findings with classmates and make a class tally to find the preferred products. Each student should interview an assigned number of consumers, preferably five to ten. Students should prepare a check list before interviewing consumers to ensure that adequate information is received. The check list can be simple for example:

    PRODUCTS PREFERRED
    _____ Detergent
    _____ Bleach
    _____ Enzyme product
    _____ Stain removal agent
    _____ Water softener

16. Find an article in Consumer Reports to see laundry products they surveyed and the results. Compare to the class survey.

17. Work in small groups to prepare a bulletin board on handwashing procedures. Suggested titles: "Hands On! Dirt's Out!" or "Back to Basics." Display the bulletin board.

18. Work in small groups to plan a report on the proper techniques for drying clothes. Refer to selected references for information. Present a report to classmates. Assign different drying methods to each group. Reports should include drip-dry, line-dry, and the automatic dryer. What does drip-dry mean? What types of garments are most often drip-dried? Describe line-drying. Explain the procedure for flat-drying. Name garments usually dried flat. Why should the dryer filter be checked before each load and cleaned when necessary? Why should you avoid overloading the dryer? Discuss articles which should and should not be dried in a dryer.

19. Read selected references to determine the difference between ironing and pressing. Explain how ironing and pressing differ. What is meant by touch-up ironing? Watch a demonstration on the correct methods for pressing and ironing.

20. Listen to a representative from a dry cleaning establishment discuss procedures used in dry cleaning and the approximate costs. Why do specific fabrics and certain clothing items require dry cleaning? Is it recommended that all garments be dry cleaned? Why or why not? Discuss the various cleaning procedures used by dry cleaning establishments. How do these procedures enhance the appearance of garments? A list of questions and concerns students have on cleaning clothes may be helpful in advance for the speaker.

COURSE: Clothing and Textiles
Semester 2

UNIT TITLE: Selecting Clothing Apparel

COMPETENCY: C27. The learner will examine factors involved in selecting clothing apparel.

INSTRUCTIONAL OBJECTIVES:

27.1 Compare lifestyles and clothing needs.

27.2 Compare stages of life and clothing needs.

27.3 Compare costs of clothing for different lifestyles and stages of life.

27.4 Identify clothing items appropriate for the elderly and handicapped.

27.5 Examine the versatility of clothing accessories.

27.6 Assess one's wardrobe.

27.7 Establish criteria for choosing ready-made garments.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Selecting Clothing Apparel Influences in Section Lifestyles, Life Cycle, and Clothing Needs Children Clothing Teen Clothing Adult Clothing Clothing for the Elderly Clothing for the Handicapped Clothing Types Outerwear Underwear/Sleep Wear Accessories	1. Using the decision-making process, write a report on making a specific family clothing decisions. Include: - what factors affect clothing needs? - how climate and home temperature affect clothing decisions? - from what sources do families acquire clothing? - in what forms may clothing be purchased? - where may clothing be purchased? - what are the advantages and disadvantages of different places of purchases? - what consumer skills are useful in buying family clothing? - what methods of payment may be used for family clothing? 2. Interview three families in different family life cycles. Include: (a) percentage of family income spent on clothing, (b) how has this amount changed over the last several years, and (c) where do families shop for clothing. Summarize findings in chart form. 3. Divide class in groups. Assign different life cycles/lifestyles and plan a wardrobe. Suggested life cycles/ lifestyles are: - high school student with a part-time job - high school graduate - first job - college student - professional adult - male or female - maternity wear - infant clothing - children clothing - clothing for the elderly - clothing for the handicapped	Books A.2, pp. 121-124 A.3, pp. 240-262 A.9, pp. 254-311 Teacher Guides C.3, pp. 105-110 C.4, pp. 72-77 C.11, pp. 25-29

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES

Investigate wardrobe needs by the following criteria:

- climate
- lifestyle
- budget
- personal preference
- figure type/body build
- shopping availablity
- skills to sew
- values
- specific requirements
- special activities

Report findings to class with examples and illustrations. Compare findings with other groups.

4. Interview a person who works with handicapped or elderly persons. Interview should reveal:

   - concerns individuals have about clothing
   - how concerns of men and women differ
   - what features in clothing meet need of the elderly or handicapped
   - from what sources is specially adapted clothing available to meet needs
   - what ready-made clothing can be utilized by handicapped or elderly
   - list of clothing characteristics needed by persons with various handicaps such as blind, limited energy, limited hand use, limited arm use, limited leg use, walks with crutches, wears braces, confined to wheelchair, and/or confined to bed.

5. Organize an FHA/HERO activity to provide special clothing needs for the elderly or handicapped such as altering closures with velcro, lap cloths, wheelchair caddies, etc.

6. Invite a department store fashion coordinator to discuss developing a wardrobe for the new professional.

7. View a video on scarf tying. Practice various ways of tying square, triangular, and oblong scarves.

8. Observe a demonstration by a resource person who makes belts. Make a belt of your choice.

9. Hold classroom competition in FHA/HERO proficiency event, "Comparison Shopping."

10. Invite several new mothers to share their clothing needs during pregancy and the baby's clothing needs. Discuss in terms of (a) limited use, (b) recycling, (c) cost, (d) care, (e) comfort, and (f) appearance.

11. Prepare record forms for recording expenditures. Each student is to record purchase value of clothing currently in their wardrobe. Self-assess wardrobe based on satisfaction, need, and budget. React to personal findings.

COURSE: Clothing and Textiles
Semester 2

UNIT TITLE: Selecting Household Textile Products

COMPETENCY: 028. The learner will examine factors to consider when selecting household textile products.

INSTRUCTIONAL OBJECTIVES:

28.1 Compare suitability of different fabrics for table linens, home accessories, and window treatments.

28.2 Compare fabrics used in household textiles products for serviceability, care, and cost.

28.3 Examine information found on labels of household textile products.

28.4 Compare costs to ready-made versus home-sewn household textile products.

28.5 Identify appropriate methods to care for table linens, home accessories, and window treatment.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Selecting Household Textile Products Factors Influencing Acquisition of Household Textile Items Lifestyle Community Standards Individual and Family Value Family Life Cycle Stage Household Textile Items Window Treatment Table Linen Home Accessories Care of Household Textile Items	1. Interview individuals to determine the factors which most influence acquisition of a household textile products such as window treatments, table linens, and home accessories. Compile results of interview and draw conclusions about individuals in different age groups. Suggested interview questions are: a. What factors most influence your decision to purchase a certain household item such as custom-made draperies (1) lifestyle, (2) community standards, (3) values, or (4) life cycle? b. Why is this the most important factor? c. What factors will cause your priorities to change when purchasing household items? 2. Give each student a hypothetical sum of money to be spent on window treatment, table linens, and home accessories. Provide information which will be given for the problem: number of windows, size of windows, use of room, specific use of table linens, and specific home accessory items. Chart each item by cost, appearance, suitability, serviceability, care, durability, construction method, and finish and fabric content. Evaulate purchase and share with entire class. 3. Give an illustrated talk to show how to measure and estimate cost for different kinds of window treatments. Compare cost to comparable ready-made draperies. 4. Invite a resource person such as an interior designer to discuss (a) services provided, (b) charges, and (c) their services and charges in relation to other individuals providing similar services but in different settings. 5. Collect labels from household textile items. Discuss as a class (a) comprehensiveness of label, (b) performance, (c) care of item, and (d) cost of item.	Books A.9, pp. 314-359 Teacher Guides C.11, pp. 31-40

COURSE: Clothing and Textiles
Semester 2

UNIT TITLE: Advanced Construction

COMPETENCY: 029. The learner will demonstrate skill in advanced clothing construction techniques.

INSTRUCTIONAL OBJECTIVES:

29.1 Demonstrate correct procedure in laying out a pattern and cutting out a pattern from:

a. plaid fabric
b. striped fabric
c. pile fabric
d. one-way design fabric
e. satin-weave fabric
f. sheer fabric

29.2 Identify:

a. fitting techniques
b. alterations techniques
c. pattern design techniques
d. tailoring techniques
e. advanced construction techniques

29.3 Demonstrate how to:

a. fit
b. alter
c. pattern design
d. tailor
e. perform advanced construction techniques

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Constructing a Household/Clothing Textile Product Advanced Individualized Clothing Project for Self/Children/Others Construction with Special Fabrics - plaid or striped fabrics - pile fabrics - one-way design fabric - satin weave fabrics - sheer fabrics Fitting Techniques Alteration Techniques Tailoring Advanced Custom Techniques	1. Demonstrate techniques in laying and cutting out a pattern from various speciality fabrics. Each student is to cut out advanced project as specified by pattern guideline. 2. Demonstrate flat pattern fitting, pin fitting, a combination of both, and a muslin shell fitting. Discuss during demonstration pattern ease allowance and pattern change. 3. After fitting, chart problems with fitting and their solutions. Students are to work in pairs to fit and alter pattern according to needs. 4. Demonstrate tailoring techniques: a. tailored buttonholes and pockets b. interfacing the neckline c. completing the neckline d. sleeves e. coat and jacket hems f. coat and jacket lining g. finishing details and decorative touches 5. Tailor individualized project as required. Refer to resources as needed.	Books A.9, pp. 260-453 A.10, pp. 20-104 A.11, pp. 75-544 Teacher Guides C.11, pp. 41-53 C.12, pp. 2-6 C.13, pp. 23-40

COURSE: Clothing and Textiles
Semester 2

UNIT TITLE: Advanced Construction

COMPETENCY: 030. The learner will demonstrate skill in constructing window treatments, home accessories, table linens, and specialized sewing machine needle crafts.

INSTRUCTIONAL OBJECTIVES:

30.1 Name the functions of window treatments.

30.2 Measure window for fabric yardage.

30.3 Measure for table linens.

30.4 Estimate yardage for table linens.

30.5 Construct a window treatment, a home accessory, and a table linen.

30.6 Perform specialized skills using the sewing machine in the needle craft area.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Constructing a Household/Clothing Textile Product Household Textile Product Project Window Treatments Home Accessories Table Linens Sewing Maching Needle Crafts	1. Read assorted references to explore functions of window treatments. 2. Interview several homemakers to explore their satisfaction or dissatisfaction with their window treatment. Compare expectations of window treatments. 3. Invite a resource person to give a demonstration on draperies, home accessories, and table linens. Discussion will include functions, cost, equipment required, calculations for fabric, yardage, and comparison to ready-mades. 4. Using case studies, calculate fabric yardage for draperies, linens, and accessories. 5. Observe a demonstration on: a. drapery making b. linen construction c. accessory construction List steps and procedures as demonstration is conducted. 7. Choose a household textile item project to construct as an individualized class project. 7. Observe a demonstration in sewing machine needle crafts and make as a class project.	Books A.9, pp. 340-344

COURSE: Clothing and Textiles
Semester 2

UNIT TITLE: Technology

COMPETENCY: 031. The learner will examine the technological advances in the home sewing and the clothing and textiles industries.

INSTRUCTIONAL OBJECTIVES:

31.1 Identify new sewing equipment and supplies.

31.2 Assess the influence of the technological advances on the individual, family, community, and business/industry.

31.3 Demonstrate skill in using new sewing equipment and supplies.

31.4 Evaluate advances in garment construction and home interior products.

31.5 Describe advances in fabric processes and construction.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Technological Advances in the Home Sewing/Clothing and Textiles Industry Equipment Small Sewing Equipment Sewing Machine Ready-Made Garment Construction Home Interior Products Fabric Processes and Construction	1. Invite the following resource person to share and/or demonstrate the most recent advances in their job. a. piece goods store b. sewing machine store c. clothing buyer d. home interiors shop operator e. textile research or textile factory operator 2. Research a technological advancement in clothing and textile industry. Give an illustrated talk to class. 3. After researching and hearing resource persons, hold a panel discussion on technological advances in the clothing and textile industry. Include topics such as: a. influences on the economy b. influences on employment c. influences on the family and community d. changes in the business/industry community e. influences in the world market f. quality of products g. cost of products h. time management	Trade Journals

COURSE: Clothing and Textiles
Semester 2

UNIT TITLE: Careers

COMPETENCY: 032. The learner will describe job opportunities in the clothing and home interiors industry.

INSTRUCTIONAL OBJECTIVES:

32.1 Describe job opportunities in the clothing and home interiors industry.

32.2 Demonstrate job seeking and planning skills.

32.3 Describe training and job preparation requirements for jobs in the clothing and textiles industry.

CONTENT OUTLINE	LEARNING/TEACHING ACTIVITIES	REFERENCES/RESOURCES
Job Opportunities in the Clothing and Home Interiors Industry Employment Opportunities Alteration Tailor Apparel Designer Buyer Commercial Sewing Machine Operator Communications Designer's Assistant Drapery Maker Dressmaker Educational Personnel Extension Service Fashion Designer Fashion Illustrator Fashion Representative Home Economics Teacher Home Fashions Coordinator Modeling Pattern Grader Patternmaker Research Retailing Seamstress Traveling Representative Job Seeking Skills Personal Traits Basic Skills Work Habits Resume Writing Interviewing Job Application	1. Working in small groups, investigate job opportunities in the clothing and home interior industry. Topics for group assignments are: (a) fashion, (b) retailing, (c) clothing construction, (d) education, (e) research, (f) communications, and (g) home fashions. Present report to class. 2. Have a panel discussion which includes various representatives from the clothing and home interiors industry. Discussion will include job responsibility, job requirements, job opportunities, salary ranges, training, preparation for an interview, and advantages and disadvantages of job. 3. Participate in the FHA/HERO Proficiency Event - Job Interview and Application in class. 4. Invite a guidance counselor to talk about the job outlook and employment opportunities in clothing and home interiors. Discuss job preparation for clothing and home interiors opportunities. 5. Develop a resume and type on the computer. 6. Prepare visual displays such as a showcase, bulletin board, or posters to promote clothing and home interiors occupations.	Books A.2, pp. 421-455 A.3, pp. 286-352 A.9, pp. 354-486 Teacher Guides C.3, pp. 294-318 C.4, pp. 84-101 C.11, pp. 55-58

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